DOCUMENT RESUME

ED 351 268 SO 022 666

AUTHOR Aziz, Unku Abdul; Reardon, Betty A.
TITLE The UNESCO Prize for Peace Education: Ten Years of Learning for Peace. Peace Education Miniprints, No. 19.
INSTITUTION Lund Univ. (Sweden). Malmo School of Education.
REPORT NO ISSN-1101-6418
PUB DATE Sep 91
NOTE 14p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; *Awards; Elementary Secondary Education; Global Approach; Higher Education; *International Education; International Organizations; *International Programs; *Peace; Role of Education
IDENTIFIERS *Peace Education; *UNESCO Prize for Peace Education

ABSTRACT

The UNESCO Prize for Peace Education was established in 1981. The purpose of the award is to honor outstanding contributions to the field of peace education in its most broadly defined sense. In this paper, two members of the international jury for the prize review the recipients of the awards from 1981 to 1991, and thus demonstrate the variety of possibilities for and approaches to educating for peace. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED351268

SO 022 464

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- [x] This document has been reproduced as received from the person or organization originating it.
- [ ] Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. BJERSTEDT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

THE UNESCO PRIZE FOR PEACE EDUCATION: TEN YEARS OF LEARNING FOR PEACE

Unku Abdul Aziz
Betty A. Reardon

The UNESCO Prize for Peace Education was established in 1981. The purposes of the award are to honor outstanding contributions to the field of peace education in its most broadly defined sense. The two authors, both members of the international jury for this prize, give a review of the awards during ten years, demonstrating the multiplicity of possibilities for and approaches to educating for peace.

THE UNESCO PRIZE FOR PEACE EDUCATION: TEN YEARS OF LEARNING FOR PEACE

Unku Abdul Aziz (Malaysia)
Betty A. Reardon (U.S.A.)

Members of the International Jury for the UNESCO Prize for Peace Education

The UNESCO Prize for Peace Education was established in 1981. The endowment contributed by the Japan Shipbuilding Industry Foundation provides an annual award of $60,000. The purposes of the award are to honor outstanding contributions to the field of peace education in its most broadly defined sense. In the language of the formal documents establishing the prize, peace education refers to activities that "alert public opinion and mobilize the conscience of mankind in the cause of peace". This alerting and mobilizing as attested by the variety and number of nominations for the prize submitted each year constitute a great variety of activities taking place in diverse settings throughout the world. A review of these nominations provides an accounting of the multiplicity of possibilities for and approaches to educating for peace.

Effective programs and efforts in peace education take place in research centers and universities, in the community actions of agricultural villages, in rural and urban youth groups, in seminars of diplomats and military strategists, in human rights defense campaigns, in literacy projects, in popular writing and journalism, in development programs designed and carried out by international nongovernmental organizations working with local community groups, in adult education courses, in summer camps and schools, and universities and public fora; through films, books, works of art and in virtually every type of social activity. Concerned individuals and organizations have found ways to "construct the defenses of peace" in human minds in so great a variety of places and ways that it is evident that peace affects all areas of life, and that all human activities provide opportunities for learning peace. It is in recognizing these possibilities that hope for the achievement of peace is maintained. The UNESCO Peace Educa-

tion Prize has done much to kindle and sustain that hope. This, too, has become a purpose of the prize, to nurture and develop the field, to bring it to public attention, and to encourage its further developments.

The international jury is appointed by the Director General to review all the nominations and recommend the laureate or laureates, who are awarded the prize at a ceremony which takes place at UNESCO's Paris headquarters each September. The jury members, appointed for three year terms, are a distinguished group of scholars, educators, and statespersons from all world regions. They gather in Paris in July for at least three full days of intensive deliberation, during which the candidature of every nominee is thoroughly examined and carefully considered. All nominations submitted according to the guidelines and requirements are presented to the jury by the prize secretariat.

The secretary who carries out the administrative responsibilities for the nomination and selection process is a professional staff member of UNESCO's Division of Human Rights and Peace. Each year the secretariat puts forth a call for nominations to a wide range of individuals and organizations, including the NGO's associated with UNESCO. These organizations have been a significant source of nominations as have peace research institutes and peace studies practitioners. The jury and secretariat are currently seeking to extend these sources by reaching out to more such institutions and organizations.

The Director General has accepted each of the recommendations made by the jury, and over the last decade some of the most able and committed individual activists and educators and the most effective and prestigious organizations have been honored with the UNESCO Prize for Peace Education.

In 1981, the first awards were presented to Helena Kekkonen of Finland and the World Organization of the Scout Movement headquartered in Geneva, Switzerland.

The Scout Movement, a global network of millions of young people, has since its foundation encouraged its members to exercise the social responsibility essential to a peaceful society. It has provided young people with a sense of capacity to be effective agents of social harmony and conservers of the natural order. The Movement has, as well, pursued explicit programs in peace education. Since receiving the prize, it has passed several resolutions in support of peace education at the World Scout Conferences and has published two important, widely distributed peace education resources. These developments cited by the laureate as

"measurable indication that the UNESCO prize has had a real benefit for our organization" have as well been a real benefit to the field by making widely known practical approaches that youth leaders might use in introducing issues of peace and justice into their programs.

Helena Kekkonen was nominated for the prize by the International Council for Adult Education. In her role as the executive of the umbrella adult education association in Finland, she had encouraged and facilitated peace education in Finnish programs and promoted the field to become a major concern of the Council, providing the work with both national and international dimensions and with international consequences. She founded and continues to organize one of the very first efforts to bring together educators from East and West in the annual "Meeting in Finland", for many years one of the very few venues where Soviet and American educators could meet. The meeting addresses the crucial global issues central to the substance of peace education.

Since receiving the prize, she has again taken some ground breaking steps in opening new areas and new endeavors. Notable among these are those that involve Finnish citizens in learning about development through direct project work with Africa. Mrs. Kekkonen and her husband have produced films about development projects being assisted by their efforts and showed them to many Finnish groups who take up study and action in this realm of constructing positive peace.

This precedent of moving to new and more vigorous endeavors set by the first recipients has been followed by other laureates in subsequent years in much the same spirit as that expressed by the 1987 laureate, Laurence Deonna, in stating that the prize "entrusted me with a mission". A number have received the prize as a charge as well as an honor, and some have received further honors since becoming UNESCO laureates.

The International Physicians for the Prevention of Nuclear War, the 1984 laureate, for example, was later awarded the Nobel Prize for Peace. This association of doctors from all over the world have applied their oaths to be healers to the global society. Starting with their own knowledge of the medical consequences of nuclear war, they brought this knowledge to a wide public through innumerable forums and struggled to transcend the obstacles to world peace posed by the Cold War. Physicians from East and West met regularly throughout this period to discuss ways to work together professionally to reduce tensions and to encourage public support of steps toward arms control and disarmament. With the waning of the Cold War, many of these physicians continue to be active in bringing to public

attention the possibilities for the peaceful settlement of conflicts and documenting threats to peace posed by human rights violations.

Several of the laureates were well known in the field for their fundamental research on issues of war, peace, conflict, development and justice which provides a knowledge base for education and policy-making for peace. *The Stockholm Peace Research Institute (SIPRI)* that has for many years provided the most comprehensive and reliable data on matters related to arms development, production and cost, was honored in 1982.

The International Peace Research Association (IPRA), one of the 1989 laureates, received the award on the eve of its twenty-fifth anniversary as a world-wide association of scholars, educators and institutes dedicated to building and disseminating knowledge about the causes of war and the conditions of peace. IPRA has been in the forefront of research which indicates the comprehensive nature of peace and the need to approach the problems of peace and justice in a comprehensive and holistic fashion. It has pushed forward the frontiers of peace research, for many years confined to the social sciences. In recent years, its members have expanded the concerns of peace research to include various disciplines and to study more diverse issues. It is now pursuing important interdisciplinary research on the prospects for peace in the Middle East and has been vigorously pursuing a project on cultural integration, using the Andalusian experience of the cross-fertilization and coexistence of the cultures of Islam, Judaism and Christianity.

IPRA's Peace Education Commission (PEC), representing all areas of the world, has pioneered the development of comprehensive peace education in a global, multidisciplinary, multisectoral perspective, bringing together educators and community activists from literacy projects, liberation movements, and all levels of formal education. PEC numbers among its members some of the most distinguished of the world's peace educators.

Another research related laureate was selected in 1990, when *the World Order Models Project (WOMP)* shared the prize with human rights activist, Rigoberta Menchu Tum of Guatemala. In receiving the prize, the Director of WOMP, Saul Mendlovitz, observed that the project was both honored and humbled to be selected simultaneously with Ms. Menchu Tum whose day-to-day grassroots work represents the sort of struggle that will be required to achieve a preferred world order of the kind being researched by WOMP. The project, in operation for some twenty years, is conducted by a group of scholars repesenting all world regions who address issues related to potential changes in the global system which would be conducive

BEST COPY AVAILABLE

to the achievement of a truly peaceful, just, sustainable and ecologically healthy world order. In recent years, these scholars, too, have begun to address the cultural issues related to the achievement of a world order based on a set of universal human values. They continue this work and much is published, some of it in preliminary form in WOMP's journal, "Alternatives".

Ms. Menchu and Mr. Muller (1989) are examples of the diversity as well as the commonality among individuals who have been honored with the prize. *Rigoberta Menchu Tum*, author of a book, "I Rigoberta", documenting her own life in the struggle for the rights of the native peoples of Guatemala, although still a young woman, has done a great deal to bring the plight of her people to the attention of the world, traveling in many parts to speak of the need to save and improve their lives and protect their culture. She continues to be an ardent and vigorous advocate for peace in Central America.

Robert Muller, too, has a deep interest and concern with peace in that part of the world where he now makes his home. Retired from four decades of international civil service in which he achieved the position of Under Secretary General of the United Nations, he now conducts his work in the area of peace education as Chancellor of the University for Peace in Costa Rica. Throughout his career, he has been an ardent advocate of education as the foundation stone of peace, and outlined a universal approach to education for peace in a "World Core Curriculum" which has inspired many educators and served as the basis for the foundation of several Robert Muller schools devoted to teaching toward a world community. He is now helping to devise a peace education curriculum for the University for Peace, and frequently addresses large audiences of educators in various localities of what he refers to as "our beautiful planet" on issues related to peace education.

Another international civil servant who retired to a career in peace education for which he was awarded the UNESCO prize in 1985 is General *Indar Rikhye*. A professional soldier in the Indian armed forces, Rikhye brought his military skills to United Nations peacekeeping operations when he was designated Military Advisor to Secretary General Dag Hammarskjöld in 1960. He retired from active service with the UN to found and direct The International Peace Academy, turning his attention to the possibilities of the peaceful social services that could be provided by the military and training military and diplomatic personnel in conflict resolution, conflict control and peacekeeping. The Academy's work was a

forerunner of such institutes as the United States Institute for Peace, where he is now in residence as a Distinguished Visiting Fellow, continuing to address issues and possibilities for peacekeeping.

Two of the laureates, an individual and an organization, do their work for peace education within a religious context. Pax Christi International was honored in 1983, and Brother Roger of Taizé received the prize in 1988.

Pax Christi, the world's largest Roman Catholic peace organization, headquartered in Antwerp, Belgium, has a worldwide membership of very active local and national groups. Founded in Europe after World War II, Pax Christi has endeavored to bring consideration of non-violent alternatives to conflict into the discussions of war and peace issues. The organization has produced films and other instructional materials and provides counseling to young people seeking exemption from serving in war on the basis of conscientious objection. They have encouraged Catholic Bishops to issue statements reflecting on issues of war and violence in a theological context. They are a significant agent in the religious peace movement, which includes members of all faiths of the world. They play an important role in contemporary peace education, in schools and universities, as well as religious congregations.

The 1988 laureate, Brother *Roger of Taizé*, also began his work for peace at the end of World War II, when he undertook efforts to bring about reconciliation among the peoples of the recently warring nations. Over the years, Brother Roger's concerns have extended from healing the social wounds of a war-ravaged Europe to healing the alienated young and bringing the possibilities of reconciliation to the parts of the world battered by hatred and armed violence. The religious community he established at Taizé has been a haven for youth from the world over. Thousands come in the summers to learn the ways of reconciliation from Brother Roger and the members of his ecumenical order. Many stay to become part of the ongoing work. Brother Roger, a teacher by precept and example, brings his lessons of peace to thousands of young learners throughout the world, most recently to Eastern Europe and to Asia.

Reconciliation and non-violence are also central themes of *Servicio, Paz y Justicia en America Latina*, one of two 1987 prize recipients. Servicio was established by Adolfo Perez Esquivel, an Argentine architect and human rights advocate, and Nobel laureate in peace. Servicio, like Brother Roger, does its work by instruction and action, and facilitates and cooperates with other peace initiatives such as the Peace Brigade, which intervenes between hostile factions, and Witness for Peace, which provides

an international presence in areas of armed conflict, particularly where non-combatants are affected, to deter violence against civilian and vulnerable groups. Perez Equivel, himself a prisoner of conscience during the military rule in Argentina, developed Servicio as a non-violent initiative to struggle against militarism and repression. Servicio is an excellent example of why the Seville Statement on Violence allows for the need not only to refuse to accept violence as inevitable or innate, but to struggle against it. This kind of education through action is the moral counterpart of the practical and political approach of the International Peace Academy. Servicio and its membership, which now exists throughout the Americas, instructs the public in the living of a commitment to peace.

This depth of commitment to the struggle for peace and human dignity and responsibility was readily apparent in the response to a recent survey of the laureates conducted by two members of the prize jury. It was especially striking in the responses of *Laurence Deonna*, the journalist who shared the 1987 honors with Servicio Paz y Justicia. She is the only laureate recognized for her efforts to document and publicize the tragic personal consequences of war as they are experienced by women. She wrote "The War with Two Voices", recounting the anguish and determination articulated by women she interviewed in Egypt and Israel, because "the silence of women ... incited me to make them speak. Because they usually bear the brunt and hold their tongues ...". In awarding her the prize, UNESCO has acknowledged that peace education involves confronting the sufferings of non-combatants and giving voice to those who for centuries have borne the brunt and held their tongues. That most of these are women is also a significant lesson provided by this laureate. Writing the book was something the laureate was led to do after years of reporting from and on the Middle East.

An enduring commitment to peace as the respect for human dignity and the exercise of human responsibility characterizes the life and career of *Paulo Freire*, the Brazilian educator, known the world over for his work to develop literacy in the context of social awareness and a process of emancipatory learning. Freire, whose commitment to justice as the foundation of peace, and to freedom as the purpose of education, like the founder of Servicio, caused him to be jailed for his efforts on behalf of human rights, was selected as the laureate in 1986. As did Laureate Kekkonen, Freire made his contributions to peace education in the field of adult education. His pedagogy of conscientization, however, has been a significant influence on peace education at all levels, in all arenas and in all areas of the world.

Freire's educational philosophy and practice is one of the few universals in the methodology of peace education as it has emerged throughout the world over the past three decades. Reflective, participatory, critical learning has changed educational practice and helped to make education a more effective instrument of peace. Paulo Freire, now resident in his native Brazil, continues to bring this philosophy and method to educators the world over, having become an active part of the world educational network for justice and peace during his years at the World Council of Churches based in Geneva. The Freire philosophy and method have helped educators to become critically aware of the obstacles to peace that pervade the current social order and are reified by official educational systems and standard practices.

One such set of obstacles are the negative stereotypes, exclusive nationalism and ethnocentrism still to be found in the official textbooks used in schools throughout the world. If peace is to be constructed in the mind, then minds must be developed by educational materials and experiences free of prejudices, bearing information about the world as it is rather than interpreted by the special and narrow interests of competing states, ideologies and cultures. This significant necessity of peace education was recognized in 1985 when the organizational laureate honored simultaneously with general Rikhye was *The Georg Eckart Institute for International Textbook Research.*

The Institute was established originally on state-run basis by the man whose name it now bears as an outgrowth of a 1951 international meeting of history teachers. The type of research it facilitates takes its origins from the late 19th century with an early recognition of the relationships among international understanding and peace and education and has extended the scope of its concerns to include "the general political culture", so that mass media and other influences on curricula and learning are also studied. Peace educators are very much aware of the significance of texts and media on attitudes toward and perceptions of issues of war and violence and to constructing the foundations of peace in the human mind.

The Institute, like many of the laureates, has applied the prize funds to their work. The interest is used for scholarships to enable researchers to use the facilities of the Institute. Helena Kekkonen's award made possible the production of the films and the ongoing development education work that ultimately produced over one million dollars from Finnish donors to support a hospital and school for Namibian refugees. General Rikhye was enabled to write a basic textbook on peacekeeping. However, in spite of

such concrete results of the financial award, most laureates reported that the most significant consequences were, in the words of Etienne De Jonghe, International Secretary for Pax Christi, "what the prize means spiritually: an incentive to work harder, for others to value our presence, to receive our message and to ensure for us a lasting support".

What seems to be the most important consequence of the prize is what is made possible by the sense of validation most laureates reported experiencing – a validation that gave them more public recognition, thus opening new possibilities for their work. Laurence Deonna said, "Today my opinions, my words are exactly the same as they were before I got the UNESCO Peace Education Prize, yet they have much more impact." Ernst Henricks of the Georg Eckert Institute reported that the prize "brought attention to the work we are doing, throughout the Federal Republic of Germany (and) ... made the Institute better known to a small but very interested public".

Most of the publicity surrounding the prize awards occurred within the respective countries of the recipients. In Helena Kekkonen's case, it resulted in a considerable increase in peace education in Finland. "The number of lectures, papers, courses, and other events that I was asked to provide increased many-fold."

Robert Muller's acceptance speech has been translated into several languages and widely circulated by groups interested in peace education. He attributes this development to his having made specific proposals for future developments, and recommends the formulation of particular proposals to UNESCO and other agencies of peace education as a way in which the Organization and the field could derive more benefit from the ideas and experience of the laureates.

From the experiences of the laureates in receiving the prize, and their accomplishment since the time of their selection, it appears that the award is both validation and impetus.

Reviewing the contributions of the laureates does, indeed, reveal the rich variety of forms and activities that comprise contemporary peace education, and noting the focus of their work indicates certain trends and developments. If the politics of the late 1980's had not demonstrated the serious possibilities for political change and conflict resolution that are offered by the philosophy and practice of non-violence, the achievements of several of the UNESCO laureates could have provided the same information to the public. The significantly more rapid integration of cutting edge research into educational practice related to peace indicates a valuable lesson for all

the social sciences and disciplines developing knowledge for the improvement of the human condition. That several of these laureates have been researcher activists and that many produce valuable knowledge in the practice of their work for peace helps to illuminate the possibilities of what Freire has referred to as praxis, a form of learning through action that may well be one of the most significant sources of peace education. Reviewing all the laureates and what they have taught us makes clear that we learn peace by doing the work of peace.

As the prize has focused on the range of possibilities for doing the work of peace, possibilities that enable us to continue to believe that peace can be achieved, the lessons of the laureates have emphasized that peace is most likely to be achieved as the consequence of day-to-day tenacious and quietly courageous, often unnoticed work such as theirs. The task of peace education is to equip more and more to do this work, and the UNESCO Prize for Peace Education can help the world to become aware of the task. The prize, like the efforts of the laureates it has honored, needs to be more widely known so that its own potential to alert public opinion and mobilize the conscience of humanity in the cause of peace might be realized.

If the consequences of the first ten years of the prize, in which there were no resources for publicity and dissemination per se, are any indication of the potential, with the assistance of a widening group of persons and organizations acquainted with the prize, even more could be done to advance the field by informing eligible nominators of the prize and disseminating information about the accomplishments of past and future laureates to as many audiences as possible. All readers of this review are urged to become part of that effort. Perhaps we might hope that by the 20th anniversary the UNESCO Prize for Peace Education and the laureates would be known to all the peace educators of the world. In itself, that would be a major step toward peace.

Note:
An extended version of this article will be published in "UNESCO Studies on Peace and Conflict", which is the new title of the former "UNESCO Yearbook on Peace and Conflict Studies".

"Peace Education Miniprints" are published and distributed by the R&D Group "Preparedness for Peace" (address: School of Education, Box 23501, S-200 45 Malmö, Sweden).

At present "Peace Education Miniprints" will also function as aids in the networking activities of PEC/IPRA (the Peace Education Commission of the International Peace Research Association).

ISSN 1101-6418